Annotated Bibliography

Ajayi, L., (2009). English as a second language learners’ exploration of multimodal texts a in a junior high school*. Journal of Adolescent & Adult Literacy*, *52(*7), 585-595.

This article test the many modalities that can be used in the classroom in order to connect the students with the real world by introducing different types of ways to encourage children to read different types of text. This specific article has a group of students create and discuss advertisements for cell phones. This case study shows that when students are interested and involved in their assignments they perform at grader levels. It shows how introducing technological aspects in our community have the children more interested and therefore more engaged.

Bahrani, T., (2011). The role of technology in language leaning. *Canadian Social Science*, *7*(3), 114-118.

This article is about a study that was created to discover the different types of technologies available for EFL/ESL students. The study was done in Malaysia and Iran. They used technology as a way to communicate and improve their newly acquired language with results that showed they had improved their language skills.

Bamidele, I., Ogbuiyi, S., Omeluzor, S. & Madukoma, E. (2012) Use of electronic information resources and research output. *Canadian Academy of Oriental and Occidental Culture*, *8*(3), 8-15.

This article is about a study done in Nigeria where they presented universities with sample methods on how to use technology. They managed to create several surveys and they concluded that many of the staff was not well prepared to work with all kinds of technology. And it made me think if the teachers are not well prepared how can they supply the students with the best methods of learning.

Brozek, E., Duckworth, D., (n.d.) Supporting English language learners through technology. *Educator’s Voice*, (4), 10-15.

This article is about how important it is for our students to experience different modes of teach specially our ELL students that need to experience as many hands on activities as they can be exposed to. This article gives explanations for the many different ways that technology can be incorporated in the classroom in a beneficial way.

Carroll, J., (2011). From encyclopedias to search engines: technological change and its impact on literacy learning*.* *Literacy Leaning: the Middle Years*, *19*(2), 27-31.

This article is about how we no longer need to use encyclopedias to search for information. It brings to light the fact that we are able to have more, faster and accurate information without having to leave the classroom. This I believe is an advantage to this generation and our responsibility as educators is to keep our children evolving into their future.

Clovis, D., (1997). Lights, television, action!. *Educational Leadership*, 38-40.

This article presents a teacher from NJ that started to use videos to help her ESL class, she joined PBS and together they had a compilation of videos that not only helped the students in class but it helped the parents and other siblings at home. I believe that even though we might think that videos are old technology they still do present concrete visuals for our ESL population.

Cooter, R., Perkins, H. (2011). Much done, much yet to do. *The Reading Journal*, *64*(8), 563- 566.

This article talks about how teachers need to be better trained to work with ESL/ELL students. It provides with reasons of why it is important that all teachers even in the mainstream classrooms knows and has a basic understanding of how to work with this kind of student considering that there will always be students that might need this kind of support.

Coulter, C., Faltis, C. (2008). Foundations of teaching English learners and immigrant students in secondary schools.(28-29) Upper Saddle River, New Jersey: Pearson Education Inc. In Teaching English Learners and Immigrant Students in Secondary Schools.

This chapter talks about Stephen Krashen and his monitor theory along with Jim Cummins language acquisition theory. It talks about the effects of the affective filter and how it can influence the way the child retains the second language. It explains how if a child is highly anxious about a situation it discourages them and affects the way they learn. As far as J. Cummins it discussed the BICS and CALP acquisition.

Diaz, C., Jansson, L., Neira, A. (2011). Percepciones de profesores y estudiantes chilenos de educacion media acerca del papel de la tecnologia en la clase de ingles como lengua extranjera. *Revista Lasallista de Investigacion*, *8*(2), 53-60.

This article is written in Spanish and English. It explains how the Chilean politics are trying to incorporate technology to teach English to their students they get to interview students and teachers with the purpose of getting their perception of including technology in the classroom. It also shows how it improved the quality of learning for those students.

Dooley, K., & Thangaperumal, P. (2011). Pedagogy and participation: literacy education for low-literate refugee students of African origin in a western school system. *Language & Education: An International Journal,* *25*(5), 385-397.

This article is about a group of low-literate African refugee students now in Australia, it is based on an interview based study were they used the Brian Street’s ideological model, that incorporates social and cultural means to provide the children with more power. They used several technological modes to give the students a sense of empowerment in their new classroom.

Freedson-Gonzalez, M., Lucas, V. & Villegas, A. (2008). Linguistically responsive teacher education*. Journal of Teacher Education*, *59*(4), 361-373.

This article was about how teachers need to be prepared to work with the growing amount of ESL/ELL students that are being put in mainstream classes, the author talks about teachers having the need to be sensitive to others culture and to be more accepting of this group of students.

Gabbitas, B., Merrill, P.& South, J. (2008). Designing video narratives to contextualize content for ESL learners: a design process case study. *Interactive Learning Environment*, *16*(3), 231-243.

This article discusses the idea of creative videos for ESL students to learn more conversational language; it gives guidelines on how to create these videos for them to be highly effective in the classroom. It shows how when the students like the videos they are watching they seem to enjoy and learn more. They do take time to mention that in order to have great videos the school must be prepared to spend high amounts of money.

Hussain, M., Iqbal, M., & Akhtar, M. (2010). Technology based learning environment and student achievement in English as a foreign language in Pakistan. *World Academy of Science, Engineering & Technology*, *61*, 129-133.

This article is about a study conducted amongst 10th grade Pakistani students were they integrated technology in the class room by using different methods such as interactive whiteboards, video projectors, microscopes connected to computers and such to improve their achievement learning the English language in the classroom.

Lee,R. (2006). Effective learning outcomes of ESL elementary and secondary school students utilizing educational technology infused with constructive Pedagogy. *International Journal of Instructional Media*, 33, 87-93.

This article was a study created after two New York teachers that were they incorporated technology to improve the outcomes of their ESL students; they work at highly funded and privileged schools however this article also presents options for lower income schools that can benefit from including technology in their ESL pedagogy.

Lessow-Hurley, J., (2013). Language Development. The Foundations of Dual Language Instruction, (6th ed., pp. 67-70). Upper Saddle River, New Jersey: Pearson Education Inc.

The chapter in this book that I used was about the theorist that are associated with language acquisition and the different theories they have.

Lever-Duffy, J., McDonald, J., Mizell, A. (2003). Academic software. Teaching and Learning with Technology, (pp. 186-188). Boston, MA: Pearson Education Inc.

On this chapter the author talks about the different types of software available for our students to use in the classroom. They talk about tutorial software that gives the student the opportunity to review some work they have already learned, drill-and-practice software that allows the student to reinforce a concept, and educational games that have the students work on previous skills while having fun in a different way.

Materson, M., (n.d.) *Use of technology with ESL students*. Retrieved from:

www.gsu.edu/~mstmbs/IT8420/F99/MaryM1.html

This article presents an introduction to why technology can be beneficial for ESL students; it gives reasoning on why it can be used in the classroom and how it can be useful while providing the students with an opportunity to incorporate them in the 21st century way of learning.

Migliorino, P., (2011). Digital technologies can unite but also divide: clad communities in the digital age. *Aplis*, *24*(3), 107-110.

This article talks about the Cald community in Australia and how they can highly benefit from having technology introduced early on in their arrival. They mention that it can help linguistically and how it can unite the communities. This article does mention the negative views of technology as well they mention that if the community does not have enough resources then they get lost and become forgotten. The government is trying to introduce technology from an early age in order for the community itself to become technologically literate.

Morgan, M., (2008*). More productive use of technology in the ESL/EFL classroom*. *The Internet TESL Journal, 14*(7). Retrieved from:

http://iteslj.org/Articles/Morgan-Technology.html

This article discusses the many reasons why technology can be useful in the classroom and how it can be misused in the classroom. The author talks about how teachers need to learn how to provide the student with the necessary tools. It points out that having the latest technological tools does not always mean having the best tools. They also talk about how technology without a real objective is useless.

Paquette, K., Rieg, S., (2008). Using music to support the literacy development of young English language learners. *Early Childhood Education Journal*, *36*, 227-232.

This article is about how music can benefit how young ESL/ELL students learning and language acquisition. They say that it benefits everything from listening skills to writing. It talks about how it can change the environment of the classroom and creating an inviting environment where students can feel comfortable to express how they feel.

Prensky, M., (2008). The 21st century digital learner. *Edutopia*, Retrieved from:

www.edutopia.org

This article is about a teacher that has been very much involved into incorporating technology in the classroom in a way that makes the students highly involved and not bored in the classroom. It shows what students of all ages have to say about the way that we are educating our students and they don’t seem to like it. The article states that of we cater to what our students are interested on, they will achieve better academically.

Rance-Roney,J., (2010). Jump-starting language and schema for English-language learners: teacher-composed digital jumpstarts for academic reading. *Journal of Adolescent & Adult Literacy*, *53*(5), 386-395.

This article focuses on how digital storytelling can benefit ESL students. It talks about how it can be fun and can help develop many skills at the time. The students can bring in their culture and feel free to make creations given their theme. It also points out that teachers should be supplied with the tools necessary in order to fully be able to model and guide the students through their creations.

Rodríguez, C., Filler, J., & Higgins, K. (2012). Using primary language support via computer to improve reading comprehension skills of first-grade English language learners. *Computers in the Schools, 29*(3), 253-267.

In this article first grade students were divided into two groups and one group was given reading comprehension assignments with instruction completely in English and the other group was in Spanish. This study showed that both groups had a significant language growth, literacy and passage comprehension by using computer based instructions.

Roman-Perez, R., (2003). Whatever works, electronic chicken soup for reluctant ESL writers. *The Clearing House*, *76*(6), 310-314.

This article is about a teacher talking about how journal writing was a problem in her classroom until she realized that in order to have the students want to write they should be interested on what they have to write about. The teacher discovered how the students were highly interested in the Chicken Soup series, and so she decided to have the students have the stories emailed to themselves every day in order for them to read them and have something to talk about in class and encourage the journal writing in class. This article gives computers in the classroom a positive and useful source for ESL students.

Shwu-Ching, S., Wang, Y., Roger, J. (2010). Exploring perceptions of integrating tangible learning companions in learning English conversation*. British Journal of Educational Technology*, *41*(5), E78-E83.

In this article we discover how using robots helped the children in Japan to learn and feel comfortable speaking English to each other. It is an experimental procedure that has shown the importance role technology can have in learning a new language.

Teaching English Games. (2011) Using technology in the ESL classroom- even if you are teaching in a hill tribe or yak tent!, Retrieved from:

www.teaching englishgames.org

This article is telling all educators the many different things that can be done with technology in the classroom and how it can help improve our English language learner’s community. This article breaks up the different ways that each aspect can be used with the students while making it simple for the teacher to understand.

Ybarra, R., (2003) Using technology to help ESL/EFL students develop language skills*. The Internet TESL Journal*, *4*(3), Retrieved from:

www.//iteslj.org/Articles/Ybarra-Technology.html

This article presents how technology improved the many different areas of literacy for ESL/EFL students while using different types of technology in the classroom. The students used many different aspects of technology to improve their reading, writing, listening and comprehension levels.